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ABSTRACT

This paper reports first-year findings of a study that identified school-based-learning activities in Louisiana. The paper also describes experimental projects in operation and provides a curriculum framework for schools interested in initiating a service-learning project. Data were obtained from a survey of all school principals in 8 Louisiana parishes and 55 superintendents. A total of 248 surveys were mailed with 140 being returned for a response rate of 56.5%. Findings indicate that except for those programs funded by subgrants, there are currently not many true curricula school-based service-learning (CSBSL) programs in the state. CSBSL is any integration of curricula content and service to the community, through which course objectives are achieved simultaneously with true benefit being provided to one or more segments of the community. Guidelines for developing a CSBSL program are presented: (1) select a topic or theme; (2) select objectives in collaboration with the community; (3) plan activities based on student input; (4) establish time lines with regard to community and classroom considerations; (5) conduct activities; and (6) evaluate the program by eliciting responses from teachers, students, and the service receiver. Hypothetical uses of service-based learning in an elementary, middle, and high school are included. One figure illustrating the guideline model is included. Contains 19 references. (LMI)

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CURRICULA SCHOOL BASED SERVICE LEARNING:

A DEVELOPING MODEL FOR LOUISIANA

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INTRODUCTION

Before delving into this report it is important to understand why it was written, what you may expect, and what you will not find. Each of these items will be taken in sequence.

The University of Southwestern Louisiana received a Learn and Serve America sub-grant. The purpose of the grant was to ascertain what was happening in Louisiana with respect to school based service learning, followed by some experimental projects, and then a curriculum framework which could be used by any school interested in initiating a service learning project. This volume represents a report of the first year's activity.

This report has been divided into sections for ease of use. First, after this brief introduction, we will establish working definitions and guidelines which will be used throughout this report. Next we will present the results of surveys conducted in Louisiana designed to determine the extent of use and interest in service learning. The third section will deal with the construction of guidelines which may be used in developing some types of service learning activities as well as examples of use at the elementary, middle, and secondary school levels. The final section will consider future actions, should the grant be continued.

What you will not find in this report is a formula for success, because there is none which can be universally and successfully applied. Neither will you find detailed explanations of existing projects, but you will find out ways to find out that information.

THE NATURE OF SERVICE LEARNING: WORKING DEFINITIONS AND GUIDELINES

Service Learning

I suspect that many people can remember, have read, or have heard the excerpt from President John Kennedy's Inaugural Address in 1961: " Ask not what your country can do for you, but what you can do for your country." In a sense, that statement is half of the service learning concept. The other half is that what you do for your country had better result in some type of learning.

The desirability of providing service as part of an education is not new and has been suggested for many years. In fact Goodlad (1984) included the concept of service in his vision of good education. It has been suggested (Nathan and Kielsmeier, 1991) that using service learning provides excellent opportunities for students becoming involved in higher order thinking and to solve problems. While we must accept the learning potential of service learning, we must also recognize that one of the ultimate goals of service learning is to inculcate in students the character attribute of service so when students become adults they will continue to provide service and hence enrich their communities.

Service learning enjoys many definitions, based in part on the individual or organization making the definition. One brief paper (Belbas, Gorak, & Shumer, 1993) provided five separate definitions of service learning in just two pages of text. In that document it was called a philosophy as well as a method. One source (Follman, Watkins, & Wilkes, 1994) suggested that service learning was the integration of service into student instruction, but also qualified that definition by indicating the definition was only appropriate for that particular publication. The Minnesota Office on Volunteer Services (1993) quotes a definition from the *Federal Register* , volume 57,No. 30, page 5300 which states service learning is:

> "A method under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with school and community; that is integrated into the students' academic curriculum or provides the structured time for a student to think, talk, or write about what the student did and saw during the actual service activity; that provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and that enhances what it taught in school be extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others."

As with many government definitions, this appears too long and not that accurate. Such a cumbersome and detailed definition overlooks service

learning which is not related to class work as well as suggesting that skills or knowledge must first be acquired in the classroom. In point of fact one can have service learning without being connected to a course and one can learn skills or acquire knowledge in the service situation. In my view the Follman approach comes closest, but some expansion is needed.

I view the phrase "service learning" as a very broad umbrella, under which several other phrases can be used to describe different types of service learning. Using the parlance of mathematicians, service learning is a set which has several subsets. The definitions I will use in this report and with all future work are:

School based service learning is any learning which takes place under the auspices of the school while performing a service producing a true benefit for one or more segments of the community.

Curricula school based service learning is any integration of curricula content and service to the community whereby course objectives are achieved while there is true benefit to one or more segments the community.

It is important to note that these definitions deal with service learning under the auspices of a school, not a community agency. Further, two definitions are provided because there are two distinct types of service learning which are undertaken under the auspices of a school. If the project is part of a school grade level or high school curriculum it must address the objectives of that course and be the teaching method to achieve those objectives while performing a service from which one or more segment of the community truly benefits. Activities such as these are curricula school based service learning (CSBSL).

In cases where school organizations such as student government, Key Club, or a service club conducts service projects which allow students to learn a new skill or gain a new insight, there is both service and learning taking place. However, because the activities are not directly related to or integrated with specific curricula objectives they must be considered only school based service learning (SBSL). For example, if a Future Nurses of America club elects to provide service in hospitals or nursing homes, members are clearly learning while serving. Because the activity is related to a club rather than a course or academic program, the activity is SBSL, not CSBSL.

We must also remember to distinguish service learning of any type from simply, though important, volunteerism. Many youth volunteer to collect funds for charitable causes, collect food for distribution at Thanksgiving, or similar activities. While all of these volunteer activities are essential and an indicator of caring about the community as well as service, they are not learning activities, nor are they usually under the auspices of the school.

Several people with whom I spoke suggested that programs such as distributive education or cooperative office education would be appropriate as service learning projects. Not so. While the community may benefit from these students efforts, students are being paid and are working for profit centers. The term ***service*** implies no compensation and the phrase **"...true benefit to one or more segments the community"** implies the service is not directed at monetary profit, but at real community enhancement. A grey area exists where service is provided for a profit center, there is no compensation, and learning does take place. In one local case, for example, a New Iberia program has had mentally challenged students perform tasks, under supervision, for a private for profit enterprise. The student learning is real, but the service is for a corporate entity. Whether this is truly CSBSL is a debatable question because the service was directly related to profit for the company. In the nursing home example, cited earlier, we may consider the activity true SBSL because the services are directed at the clients, not the corporate entity and the service has no impact on profitability of the enterprise.

An additional point must be made that service learning requires that students perform a service, and not just go into the community as observers. For example, if a high school psychology class takes a field trip to a mental health facility we do not have service learning. If, on the other hand, that same class becomes involved in a project with that facility and that project addresses course objectives, then curricula school based service learning exists.

Using an elementary school example, suppose a local museum was having a display on the solar system. If the students were learning about the solar system in class and went on a field trip to see the museum display, there is no service learning. On the other hand, if the students participated in setting up the display and worked with the museum employees or adult volunteers, then we have curricula school based service learning.

Finally, service learning can be implemented within almost any grade or course. However, it is probably best to consider using service learning on a topic by topic basis. Further, like any instructional strategy, it is not the best approach for all students all of the time. The exception to this is when a middle or high school establishes a specific elective course totally designed around the concept of service learning, in which case we have a totally project oriented program.

Principles of Good Practice

Honnet and Poulsen (1989) enumerated ten principles of good practice in service learning. Those practices include:

1) Engage people in responsible and challenging actions for the common good.

2) Provide structured opportunities for people to reflect critically on their service experience.

3) Articulate clear service and learning goals for everyone involved.

4) Allow for those with needs to define those needs.

5) Clarify the responsibilities of each person and organization involved.

6) Match service providers and service needs through a process that recognizes changing circumstances.

7) Expect genuine, active, and sustained organizational commitment.

8) Include training, supervision, monitoring, support, recognition, and evaluation to meet service learning goals.

9) Insure that the time commitment for service and learning is flexible, appropriate, and in the best interest of all involved.

10) Is committed to program participation by and with diverse populations.

There can be little question as to the advisability of assuring the ten practices enumerated above are followed. One area where, during interviews with educators, that has been questioned is the concept of "recognition" in item 8. One principal flatly suggested that "service should be its own reward." Perhaps true, but students need some type of recognition for their efforts. That recognition could be as simple as a certificate, or at least an impact on a grade, but recognition there should be if we are to motivate students to participate. Such external motivational stimuli are often needed to get students involved. The hope is that, once involved, students will internalize the intrinsic rewards of service and continue such practices in the future.

Kielsmeier and Cairn (1988) identified seven characteristics of successful service learning programs. These included:

1) Significant, necessary, and measurable service is accomplished.

2) Youths are directly involved in planning and implementation of the program.

3) There are clear institutional goals and commitment.

4) There is strong community support.

5) Learner outcomes are well articulated.

6) There is a well designed and articulated curriculum.

7) There is regular and significant recognition of youths and adults involved in the program

There are some differences between these seven characteristics and the ten principles enumerated earlier. This list is stronger on the need for recognition in that it must be "regular and significant." The implication is that end of project recognition may not be enough for a successful program and that the recognition needs to be somewhat more than a simple certificate or grade. In addition, item six suggests the need for a specific curriculum. If the authors intend that a separate curriculum guide be constructed this point is moot. As will be discussed later, the need is to take existing curricula documents and connect objectives to areas where CSBSL can be used as a method of instruction. Further, if it is SBSL no curricula connections are needed.

The principles of good practice here will be modified, enhanced, and re-structured in the section of this report dealing with recommended guidelines.

SURVEY OF SERVICE LEARNING ACTIVITIES

Service learning activities can exist on any level. Answer the call (1994) provides specific information on many major projects around the country. States have also reported on projects; Minnesota (1993) published an entire volume which include instructions on how to construct a program at various grade levels as well as success stories of programs; Louisiana provided a handout publication identifying existing programs and what they hope to accomplish.

Government agencies and foundations have not been the only ones to provide information of the scope of programs. Tierny and Branch (1992) indicated that there were more than 1,700 tutoring or mentoring programs on college campuses in the United States. USL uses four separate courses in reading to provide service learning opportunities, not to mention student teaching which certainly fits the concept of CSBSL at the university level. Bornstein (1993) has described an extensive program at the University of Massachusetts whereby students provide academic assistance to young children. Suffice it to say that service learning of various types go on at all levels of education.

Louisiana Survey

One goal of this project was to survey Louisiana to see what CSBSL was taking place. We specifically did not use those campuses where grants were received for specific projects. This exclusion was made because : (1) their program had already been reviewed and found worthy of funding and (2) their program results would be evaluated and reported to the public. The stress of the investigation was placed on schools that did not have funded programs, but believe service learning may be taking place.

A survey form was developed and mailed to all school principals in Acadia, Evangeline, Jefferson Davis, Iberia, Lafayette, St. Landry, St. Martin, and Vermilion Parishes. A cover letter defined CSBSL and the survey instrument requested information on whether their school was involved or interested in becoming involved. A total of 248 surveys were mailed with 140 being returned for a response rate of 56.5%. A breakdown of results includes:

Schools having service learning projects:	16
Schools without projects and not interested:	118
Schools without projects, but interested:	6
TOTAL	140

The six schools without projects, but with interest came from Jefferson Davis (1), Lafayette (2), St. Landry (2), and Vermilion (1). Three schools were high schools, two middle schools, and one was K-12. Two of the schools were non-public schools. Some of these schools were contacted for possible

participation in a program. No final decisions have been made with respect to the participation of those institutions.

The sixteen schools indicating that service learning existed came from Acadia (3), Evangeline (1), Iberia (2), Lafayette (5), St. Martin (4), and Vermilion (1). Six were high schools, one combined middle and high school grades, the remainder were either K-8 or middle schools. Ten of the sixteen schools were non-public.

The responses of those indicating that service learning existed were reviewed with care. In many cases the explanation provided by the respondents was sufficient to eliminate the institution from the list. For example, distributive education programs and cooperative office education programs were listed by most of the secondary schools responding to the survey. Phone calls were made to other respondents for the purpose of determining if service learning truly took place. In addition, visits were made to Sts. Leo-Seton School, Teurlings High School, and the Iberia Parish Career Center because the survey response and subsequent phone calls were not sufficient to make a judgment.

Visiting Teurlings Catholic and Sts. Leo - Seton revealed that existing projects were connected to their required course work in religious education. Service was certainly performed, but there was no direct connection to specific curricula objectives, other than that there is an obligation for Christians to perform service. Both institutions, however, were interested in developing a CSBSL project for next year.

The Iberia Parish Career Center visit centered on two programs. The first program involved job training for students who experienced mild or moderate mental retardation. While the work these students performed was clearly associated with their individual educational plans (individual equivalent to curriculum) most students were compensated, hence it was not service. Two students who were not being compensated were providing service for the school board and a private company respectively. While serving the school board is a community service, doing manual labor for a private profit center may not be so considered.

The second program at the Iberia Parish Career Center focused on future nurses. As part of the curriculum leading to becoming a nurse assistant each student was required to spend considerable time working in both a hospital and a nursing home. The tasks and responsibilities that these students performed was directly connected to their academic curriculum and the work done in class. The students received no compensation. This was the only case of true CSBSL found within the surveyed schools. This does not mean, however, that CSBSL was not taking place among those schools who did not return the survey instrument.

A second survey instrument was developed and mailed to the superintendents of those school systems where surveys were not sent to the

principals. Of the 55 instruments mailed, 37 or 67.3% were returned. Twenty - nine respondents indicated that they did not have a program and were not interested in a program. Eight respondents indicated either that they had a program or were interested. No visits were made to these districts due to constraints in time and funds.

Based on the survey results, phone calls, and visits it appears that, except for those projects funded by sub-grants, there currently does not exist much true curricula school based service learning in Louisiana.

MODEL GUIDELINES

Introduction

With such significant diversity as exists in Louisiana it is not reasonable to develop a curriculum per-se. What is needed are guidelines which can be followed and which will result in valuable CSBSL activities in many schools. The model provides for use at any level and in nearly any financial situation.

We must remember that many CSBSL projects have received external funding at the thousands of dollars level. It would be unwise to limit such projects to those where funding is available. There are two significant reasons for this. First, the entire AmeriCorp project is in financial jeopardy (Corde and Zook, 1995) due to current budget considerations at the national level. Second, there would never be sufficient funding to provide grants to all schools, let alone every class or course desiring a CSBSL project. Our goal is systemic change which is permanent and which will result in positive attitudes toward service by students. Just as the Louisiana Collaborative for Systemic Initiatives Program (LaSIP) and the Louisiana Collaborative for excellence in Teacher Preparation (LaCEPT) are trying to improve elementary and secondary teaching by providing improved pre-service instruction and post graduation staff development, so we must improve service by learning how teachers may include a CSBSL component in many grades and many subject areas. In this way the change will be more systemic and the probability of student attitude change will increase.

One simple and straightforward approach to developing a CSBSL project was suggested by Anderson, Kinsley, Negroni, and Price (1991) when they developed a seven step procedure for program development which was used in Springfield, Massachusetts and included:

1) Establish a school or classroom service learning theme.

2) Determine school or classroom objectives.

3) Meet with community representatives.

4) Build a repertoire of activities.

5) Establish a time line.

6) Reflect on what has been done.

7) Celebrate the work.

This simple approach may have classroom effectiveness, but does not provide sufficient structure to deal with all aspects of modifying curriculum for connectability to CSBSL.

The very beginning of formal curriculum development began with Tyler (1949). Tyler suggested three sources of objectives for curriculum, one of which was the community itself. In a sense we are going back to Tyler and looking for objectives which can relate to community needs and which can be taught using service learning as a mechanism. Taba (1962), on the other hand, suggested that curriculum be constructed by first developing pilot teaching units and then testing those units to see if they were effective. Both of these curriculum theorists agreed that having objectives and then developing activities designed to reach those objectives was essential.

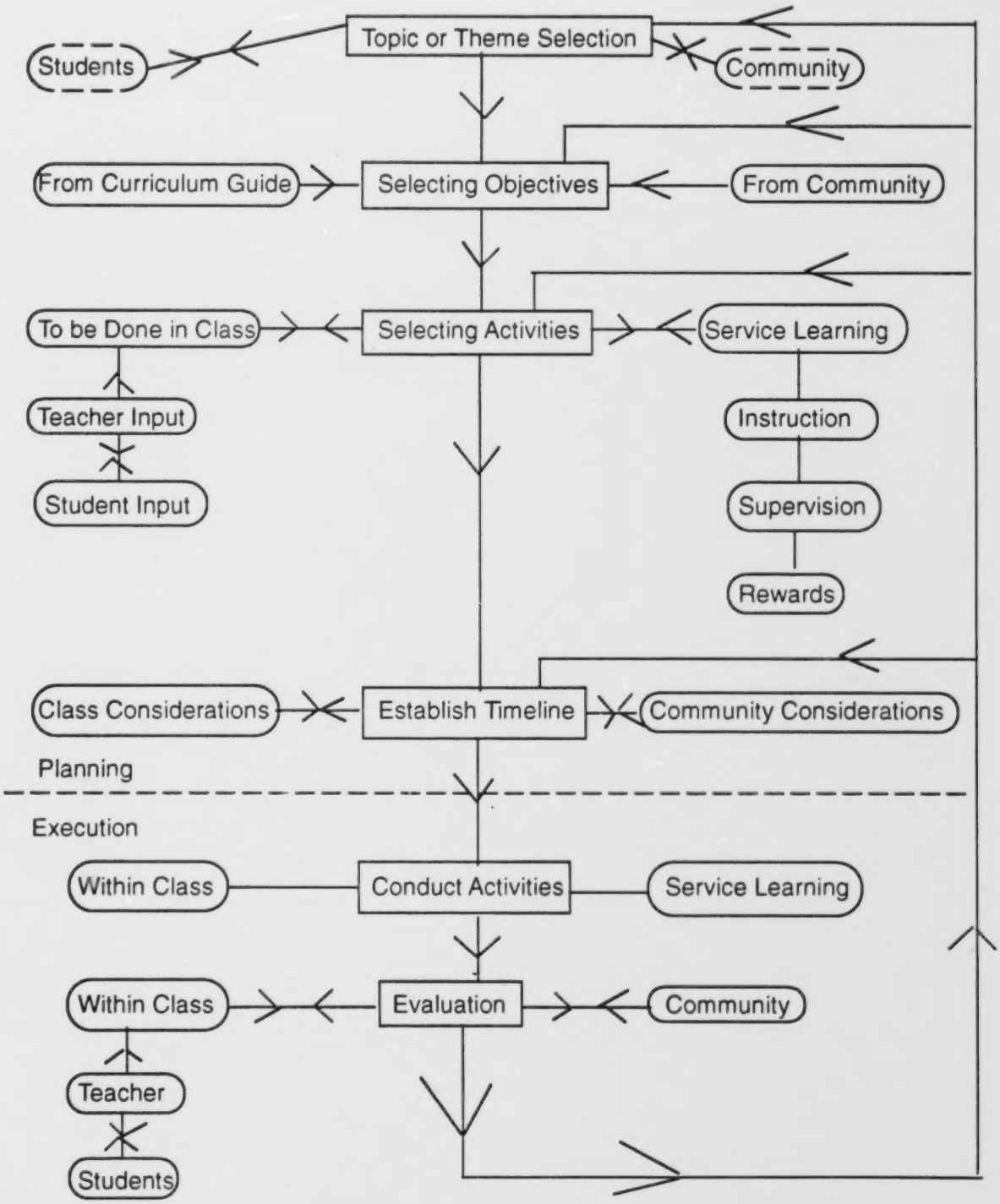
The model presented below has been developed keeping both Tyler and Taba in mind. It assumes that curricula extension and modification is required rather than new curricula guides. It also assumes that the development should be done at the teacher level and not at the district or state levels. Development at the teacher level is important because it is the teacher (or teachers) who will have responsibility for the project. Further, most curriculum experts suggest that teachers be the primary curriculum developers. In fact, the draft report on emerging science standards (National Research Council, 1994) established that while national standards need to be established, the curriculum should be developed by schools or school districts, not at the national or state levels.

The Guideline Model

A diagrammatic representation of the model can be found on page 12 of this report. Each phase of the model will be explained in detail. In the model diagram the central row of events represents the flow of activity under teacher coordination and, to a large degree, control. The left hand row represents activities which are primarily teacher and student responsibilities while the right hand row represents service learning and community agency involvement and responsibility.

The first step in developing a CSBSL project is to select a topic or theme. A theme may very well be a school-wide theme which many teachers are expected to utilize, or it could be a unifying theme for several mini-projects conducted by the same teacher. A topic may be considered to be a project of shorter duration or one of more limited scope over a long time frame. This is primarily the teacher's or teachers' responsibility, though there could be optional consultation with both students and a community agency, as represented by the dashed box in the model. The reason why community consultation was not included as a required component is simply that many teachers may already be aware of needs in one or more segments of the community. In point of fact, the wise teacher who is not specifically aware of need areas should consult with community service agencies as to areas where

THE GUIDELINE MODEL



there may be need so as to assure that the selected topic or theme has a service learning component. Similarly, while student consultation is not always required , it should be used when the service learning will require extensive time outside of school hours. In each case, however, it remains the teacher's responsibility to make the ultimate decision because the topic or theme must be congruent with the curriculum of the school.

Selecting objectives is the next and crucial step. It is at this stage that the community must be involved. The teacher or teachers must collaboratively meet with the representatives from the community segment being served to (1) determine what objectives the community has in mind, (2) select objectives from the curriculum guide which can be satisfied by service learning or a combination of class work and service learning, and (3) to reach agreement with the community as to which objectives can be satisfied by service learning. It is essential that both the teacher and community agree on the objectives. Each party must be totally committed to the project if it is to succeed. If agreement can not be reached or if there is less than total commitment, the project should not be undertaken.

Selecting activities is much like lesson planning, except that the community being served has significant input into the selection and complete control over those activities that will occur in that particular community. In a similar fashion the teacher has complete control over the classroom part of instruction.

You will note that in selecting activities there is student input. The double arrow indicates that the teacher and students collaboratively discuss what activities are viable. Strong opposition from students on a specific service learning activity should probably result in the deletion of that activity. On the other hand, neither teacher nor students can add activities which were not among the activities approved or suggested by the service receiver.

The community which is to receive service must provide activities designed to instruct and supervise. The double arrow indicates that the instructional activities and method of supervision should be collaboratively agreed upon. In the event the service receiver can not provide, in the teacher's judgment or by the agencies admission, the necessary instruction and supervision for a particular service learning activity that the organization desires, it is necessary that the questioned activity be deleted.

Rewards should be provided by the service receiver. These are not monetary rewards given to students, but could include items such as a certificate or a reception. In the event the service receivers elect not to provide a reward the project should still be conducted while recognizing that one student motivational factor is missing. Rewards were not placed on the classroom side of the model since it is assumed that the teacher will provide appropriate praise to students during the progress of the project. Further, there will be some type of grade or evaluation by the teacher which will serve as a reward. In some cases schools may make presentations of awards as part of

their annual award program. This is particularly appropriate if there is little service learning in the school and the award program is to both reward accomplishment and motivate others to become part of service learning activities. However, if the school is heavily involved in service learning to the point where nearly every student will get an award of some kind, the motivational aspect is diminished because of the dilution of the award's significance.

In planning activities cost factors should be considered. If a project is funded this may be less of a problem. However, where there are substantial costs in transportation or other aspects of the project decisions must be made as to if the school will provide funding or if the community being served will provide funds. Basically, it makes little sense to plan activities only to find that there are no funds to conduct those activities.

One type of activity which is frequently overlooked is the advisability of securing press coverage. During planning of activities and the timeline consideration should be given to activities which are "reportable" or "photographable." Having an article in the paper highlights cooperation between the school and the community which should enhance the public relations between the total community and the school

One very important point for teacher and service receiver to remember is students appreciate being told their efforts are of value. Frequent use of compliments or indicators of success, when justified, are excellent ways of continuing student motivation throughout the project.

In determining activities all parties must collaboratively develop an evaluation model. Clearly some of the evaluation may be based on classroom experiences. Just as clearly, however, the service learning component is a significant part of evaluation. Basically evaluation must include : (1) ways of evaluating student performance within the classroom and in the service learning situation and (2) ways of evaluating the service learning project itself. As with any good evaluation scheme, each objective and only objectives are to be assessed. Note, too, that student input is part of determining evaluation activities, especially when it relates to evaluation of the project. Again, the key is collaboration among all stakeholders in the project. While student input is sought for student evaluation as well, the teacher must remain the decision maker in determining final student evaluation methodologies.

Establishing timelines assures that the planned activities take place in a timely fashion. In short term projects, for example, it may be inappropriate to have the service learning spread over ten weeks when the topic is treated in two weeks. In semester classes in a secondary school setting it is certainly not appropriate to have the service learning component extend into the semester after the student must receive course credit. On the other hand, there is nothing incorrect in having the service learning project extend beyond the classroom phase of the topic should both teacher and service receiver believe such an extension to be in the best interest of both receiver and provider.

The community may have time restraints which impact on the classroom phase of the project, or the placement of the project within the academic year. Teachers need to be sensitive to community time parameters and be as flexible as necessary in adjusting schedules to maximize the effectiveness of the program.

In establishing timelines for activities care must be taken to assure that the service learning activities are sequenced in such a way as to assure proper student preparation. The complexity of the tasks and objectives require that the timeline consider how long it will take students to be developmentally and academically prepared for each specific service learning activity.

Conducting the activities takes place only after the planning is complete. Thus far all activities within the model have been devoted to planning; now execution takes place. If the planning was effective, so should the execution. But be ready to make changes should problems develop.

Evaluation is the final phase of the project. The plans for evaluation were established earlier and should now be implemented. Students should have input as far as the value of the project, perhaps partially through maintaining a journal or writing a paper. Teachers must also evaluate both the student and the program. The service receiver needs to provide input to the teacher on student performance and to evaluate the program. The program evaluation responses from students, teacher, and service receiver, perhaps through a combination of a Likert-type instrument and free response items, as well as student journals will have to be synthesized into one final evaluation of the project. The final synthesis should be collaborative between the community agency and the teacher with the teacher writing the final document. The evaluation is then shared with administration and the community agency. If the project is successful this would also be a good time for a press release, if this has not already been done.

You will note that the evaluation becomes important in the selection of topic, objectives, activities, and timelines for future projects. Just as we all evaluate our decisions and actions and use those evaluations in making future decisions, so we must also use the evaluation of the project as necessary background information for every step in the planning of a new project. If we do not use the evaluation we may be doomed to make the same mistakes and forget to include elements which were highly successful.

Hypothetical Model Use in an Elementary School

An elementary school teacher has a friend who is the director of a nursing home. At a social event the director casually remarks that they have many patients who can no longer write letters to friends, and some that can no longer read letters that they receive. The teacher asks if fourth or fifth graders could be used, explaining that the practice of writing letters and reading letters

could enhance student skills so they would be learning while providing a service. The director thought it was a good idea, but indicated that details would have to be discussed and worked out later.

The teacher reviews the Louisiana curriculum guide (1986) and realizes that there are many objectives which can be partially satisfied by reading letters to people or writing letters for people. One example is : "Writes simple words and sentences in cursive form with correct letter formation and spacing."[1] The teacher also tells other fourth and fifth grade teachers about the idea and two others are interested in participating.

A meeting is held with the home director. The director indicates her objective is simply to provide letter writing and letter reading services to the clients who can no longer see well enough to read or write, or who have a physical disability so they can not write. The director also wants to be sure that there will be some level of confidentiality.

The teachers take class time to discuss the project with the students. She explains how it would be a wonderful way for them to practice both reading and writing in cursive. Most students like the idea, though a few are afraid to deal with old people. It is decided that those who are truly afraid can work with another student until they feel more comfortable. The teachers let the students know that their activities are simply to read and write letters. The teachers ask students how they can help evaluate the project. It is decided that the students will keep a log of their activities and write a paragraph at the end evaluating the project.

The teachers meet with the director, who says there are too many students. It is decided that students would rotate different weeks so everyone had a chance, but not everyone would be there each time. It is agreed that 1/5 of the students could attend at any time and that the program would start with a ten week trial. The best time for the activity would be Saturday morning. The teacher agrees to establish a car pool with parents doing the driving. The teacher also agrees to get permission slips from all parents and to excuse any child if the parents did not agree.

In terms of rewards the director said she could find funds for a party at the end of the project and that the residents would also be present. Certificates of appreciation would also be provided.

The director agreed to provide a staff member to meet with each class and give them instruction on how to deal with older people. The reading of letters would take place with a staff member near by in case there was difficulty. The teachers will take turns supervising students at the home.

The nursing home will survey the residents as to the effectiveness of the program as an evaluation activity and will report the results to the teachers. The

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[1]English Language Arts Curriculum Guide, pg. C-3

teachers will combine that data with student responses and compile a composite report. Based on the success of the program, it may be extended longer than the ten week trial.

The activities are now conducted and the evaluation completed. It is likely that it will succeed and that some relationships established.

Hypothetical Model Use in a Middle School

A middle school science teacher notices a newspaper item that reported on efforts of a community group to establish a small botanical garden. Because the seventh grade curriculum in science centered on life science and ecology the teacher thought working with a botanical garden could be a good opportunity for service learning.

The teacher contacts the group planning the garden and they seemed interested and thought students could assist with planting and other activities. The garden group also indicated that this would save some funds since they would not have to hire quite as many people for the planting operation.

Because the teacher realizes that time outside of school hours would be required for the service learning she discusses the project with students. She presents the general idea and suggests it may be fun, but will require time. She tells the students that if they may be interested she will go further with the idea and that students will have input into the activities and evaluation. The students agree that the activity would be a good idea.

The teacher schedules a meeting with the garden group to discuss objectives and activities. Prior to the meeting the teacher examines the State of Louisiana curriculum guide (1991) for possible objectives. The teacher notes that there is an entire section on plants with nine major objectives, eight of which could involve service learning.[2] One example of an acceptable objective is: "Identify and specify the functions of roots, stems, and leaves."[3] During the meeting the garden group indicates that their objectives involve growing specific flora from seed in a controlled environment and then transplanting the seedlings to beds which need to be prepared. The teacher concurs that these objectives would be in accordance with course objectives.

The teacher sets aside time in class to discuss the activities which will address the objectives of both the curriculum guide and the garden group. A representative from the garden group is present to explain what the group is trying to do and provide input on activities. A list of activities is developed and placed on the board which, in part, looked like the list on page 18.

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[2]Life Science/ecology guide, pages 8-9.
[3]Ibid, pg. 8

IN CLASS	AT GARDEN	SERVICE BY STUDENTS
Teach about seeds	Examine seeds	Plant seeds
Discuss plant growth	Monitor growth	Thin out seedlings

Several students objected to preparing the beds for planting, which was another activity on the list. Students felt that bed preparation was too much manual labor and they would get to messy. It is agreed that students would do the actual planting, but the bed preparation would be left to experts. The garden group agrees to have a supervisor for each group of students who will both instruct and monitor student performance.

A discussion is held on what evaluation activities should take place. The garden group and students agree that one measure of success will be having the beds properly planted. The teacher tells students that each one is to keep a journal of their activities and that the journal should reflect what they have learned. The teacher also said she would develop a type of experiment based on students seed planting and monitoring. There would also be a test on the material from class. The students wanted to evaluate the program by writing a one page essay on what they liked, did not like, and what they learned.

The question of rewards was raised and the garden group suggested that students would receive some of the seedlings they raise so they could establish a "mini garden" at the school. Everyone thinks this is a good idea.

A student brings up the question of how they will get to the garden. Neither the school or the garden has funds for transportation. The teacher suggests that the parent organization may be able to help and promises to contact them.

Time lines are considered. The garden requires that seeds be planted at a specific time which, in turn, dictates when the beds are to be planted. The time frame is not in sequence with the time when plants are usually taught, but the teacher adjusts the class schedule to coincide with the needs of the garden group. Six weeks is the time decided for the project. During the first week seeds will be planted. Students will monitor plant growth, thin seedlings, and keep records during weeks 2-5. During week 6 the plants will be transplanted to the beds. When the students transplant the beds will be partially completed by the garden staff. To acclimate students to the garden a half day field trip is planned prior to the first week of work. The garden staff will explain what will take place and show an artists conception of what the final beds will look like. Students will give up 1/2 day on Saturday of each week to accomplish their tasks.

The project is then undertaken and, finally, evaluated using the learning and evaluation activities planned earlier.

Hypothetical Model Use in a High School

A teacher has developed a course in advanced composition as an elective for high school seniors. The teacher is aware that there are many students who have writing problems in elementary schools which ultimately "feed" the high school. He talks to the principals of the elementary schools about providing writing assistance to middle grade students. The principal thinks it is a great idea. The teacher then discusses the idea with his students who think it may work, but they are skeptical. When the teacher indicates that it could help their grade in the course, the students become more enthusiastic.

The teacher does not have a state curriculum guide for this course, but one of the teacher's objectives is: "The student will develop skill in proof reading." The teacher knows that the objective could be taught in class and then applied at the elementary schools. The teacher meets with the principals of the elementary schools and maps out a plan whereby students having writing problems would be identified and the high school students could work on specific items such as comma use, capitalization, and other areas needing work.

The principals, teacher, and high school students spend a class period deciding what activities to conduct and what time line to follow. It is decided that the service learning activities will start the fourth week of school and the students selected for assistance would be determined by test results and teacher input. Each of the elementary schools will identify ten students who need assistance, but are not so far behind so they need professional assistance. Students from the advanced composition class would work with no more than two students each. Because the high school students once attended the various elementary schools it is decided that they return to the school from which they graduated. It was also decided that only fourth and fifth grade students will be eligible for the program. The elementary principals will each provide a teacher to monitor the after school tutoring and provide assistance to the student tutors. Since the high school ended at 2:30 and the elementary schools at 3:00, tutoring would take place twice a week from 3:00 to 4:00. Each high school student will have to either walk from home or use his or her car. Permission slips will be required for everyone.

The subject of rewards is discussed and the teacher indicated that each student would be rewarded by a grade on a major paper they would write detailing their experiences. Later, after the meeting, the principals said they would have each student write a "thank you" letter to their tutor at the end of the program and would also present them with a certificate at the schools' annual awards night. The principals did not want the high school students to know this, they wanted it to be a surprise.

Evaluation activities are planned so that the principal of each school would provide feedback on the growth of tutored students. The principals also

planned on speaking to the students to find out if students enjoyed the tutoring and thought it had helped them. The teacher said that the paper written by his students would provide enough information for his part of the program evaluation.

THE FUTURE

The model presented in this report and the cursory examples at each level are intended only as a start. The model must be tried, evaluated, and modified. These activities are somewhat dependent on whether the grant will be continued.

Regardless of what the future holds with respect to the grant, we have learned a great deal. We know that curricula school based service learning is not widespread within Louisiana. We know that such projects must be grass roots in origin and that we should not depend on significant external funding. If change is to be systemic and permanent, it will be up to thousands of teachers developing service learning opportunities which directly connects the service to course objectives, perhaps using the guidelines presented in this report.

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